

**STUDENT'S PERCEPTION ON DRAMA AS SUBJECT ENGLISH
AT UNIVERSITAS MUHAMMADIYAH SURAKARTA**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department Faculty School**

by:

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SCHOOL OF TEACHERS TRAINING AND EDUCATION
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APPROVAL

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STUDENT'S PERCEPTION ON DRAMA AS SUBJECT ENGLISH AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa pada drama sebagai mata pelajaran Bahasa Inggris di Universitas Muhammadiyah Surakarta dan kesulitan yang dihadapi oleh siswa. Penelitian ini bersifat deskriptif kualitatif. Peneliti menggunakan wawancara untuk mengumpulkan persepsi siswa dan kesulitan dalam belajar drama. Wawancara adalah teknik yang tepat untuk mengumpulkan data. Wawancara adalah metode yang sesuai untuk mengeksplorasi informasi dari peserta untuk mendapatkan data narasi secara alami. Subyek penelitian adalah mahasiswa yang telah mengambil mata pelajaran Drama di Departemen Pendidikan Bahasa Inggris. Objek penelitian adalah cerita dan pernyataan siswa yang mengambil mata kuliah drama di Universitas Muhammadiyah Surakarta. Untuk menganalisis data, peneliti menggunakan pendekatan fenomenologis hermeneutik. Hasilnya menunjukkan bahwa: 1) Mahasiswa merasa bahwa drama adalah mata pelajaran yang relatif memakan waktu; 2) Drama adalah subjek yang berorientasi pada pertunjukan; 3) Kesulitan yang dihadapi oleh siswa adalah beradaptasi dengan anggota lain dari Drama.

Kata Kunci: drama, proses pembelajaran, persepsi siswa.

Abstract

This study aims to describe the student's perception on drama as an English subject at Universitas Muhammadiyah Surakarta and the difficulties faced by the student. This research is descriptive qualitative. The researcher used interview to collect the student's perception and difficulties in learning drama. The interview is an appropriate technique to collect the data. Interview is a valuable method for exploring information from participant to get narrative data in a natural setting. The subject of the study was a student who joined Drama subject at the Department of English Education. Object of the study are story and statement of the student who take drama subject at Universitas Muhammadiyah Surakarta. To analyze the data, the researcher used hermeneutic phenomenological approach. The results show that: 1) The student perceived that drama is a relatively time-consuming subject to study; 2) Drama is a performance-oriented subject; 3) The difficulty faced by the student is adaptation with other crew members of Drama performance.

Keywords: drama, learning process, student's perception.

1. INTRODUCTION

Drama is one of the subjects in learning English. According to Brown (2017) drama is a medium for learning, drama is a dynamic teaching methodology in cooperate between teacher and student to create an imaginary dramatic world

contained by exploring problem, situation and the story of drama itself. As David Hornbrook (1998) said that drama as the subject of English has been characterised not by what the great theatre teachers of the past might recognise as an education in drama, but instead by the pressing of a small number of dramatic forms into the service of student's general development. Therefore, drama can create an encouragement for productive learning program across the curriculum. The important things when student learn drama are; student can learn about interculturalism, creativity, and craft-key design (Hornbrook: 1998).

In practice, there are some differences between drama and other subject study. In learning drama includes mime, role playing, extended role-playing, simulation, interaction activities such as various forms of dialogues, and dramatized story telling (Davies: 1990). It means that mostly learning process of drama is outside class. Therefore, learning process of drama is different from other subject study.

In English department, students learn regularly about reading, listening, writing and speaking, which require the student to practice in class or after the class as homework or assignment. For example listening subject, the student have just to sit down and follow the recording, sometimes the instruction from the lectures, and just follow that until the class section end. Therefore, listening skills is different from drama, learning process of drama sometimes in the class and for the most part is outside class.

The learning process of drama not only do the students hear the explanation from the teacher in class, but learning process of drama include memorizing, role playing and improvisation. After the students practice and doing preparation for many weeks or months, the students will make drama show in front of many people. In process of learning drama students will have many experiences. Because drama is include many things, like emotion, dedication, and consistence, hence the students experience of drama will be different each other. Moreover, drama is seen as the "play way" to education, between imagination and play is an inseparable part of drama. Thus, drama is a vital part of education in schools (Ustundang, 1998).

The researcher conducted this research because drama is technically different from the other subjects study, and also the application of drama is different in every place, it can be a workshop, theatre, and assignment. For example, in Universitas Muhammadiyah Surakarta, drama as subject English was applied as theatre. Exactly, drama in practice will takes time and energy. Based on the explanation above, the researcher was interested to do the research about student's perception on drama as subject English. It is important to know about student's perception on drama because the researcher can find out student's view on drama as subject learning.

The aim of this research is to foreground student's voices which have so far been under-represented in learning drama and to give more understanding about drama that different from other subject study. The researcher hopes that the result of this research can be a consideration in developing learning subject, especially drama.

2. METHOD

This research used descriptive qualitative research to collect and analyze the data. According to Moleong (2007) descriptive qualitative research is having view on natural phenomenon which the subject research can be a behaviour, perception, motivation, action, by holistic and exploiting various natural methods. It means that descriptive qualitative is a type of analytic research which not includes any calculation. Therefore, the data in qualitative research concerned appear in words rather than in number. This research involves three phases, namely the conceptual, narrative, and interpretative phases. (Field & Morse 1996). That is the reason why the researcher used descriptive qualitative research to collect and analyze the data.

The research focuses on student's perception on drama as a subject English at Universitas Muhammadiyah Surakarta. The researcher needs to get the data from student who learn drama subject. The researcher wants to know about student's perception on drama. Thus, this research is tries to analyze the interview transcript and then the researcher describe the conclusion from the data analysis to carry out the type of research.

3. FINDINGS AND DISCUSSION

3.1 Findings

3.1.1 Student's Perception on Drama as an English subject

1) Drama is relatively a time-consuming subject to study.

Drama is one of subject study which needs more practice rather than theory of drama itself. In learning process of drama student not only learn by sit and hear what the teacher says inside the class, but it includes practice through the process of memorizing, role playing and improvisation. All these processes push the student to learn, practice and preparing drama performance. Therefore, it will spend many times because student need to practice for some several months to make great performance. Hence, drama subject is time consuming subject to study to learn and prepare the show.

Data 1:

"karena kemarin, seperti yang tadi saya bilang, kemarin ... pada waktu pembagian kelas itu masih istilahnya masih belum tertata dengan jelas, memang seharusnya perkelas itu diberikan kuota, kuota pasti perkelasnya itu ada berapa, dan nanti sudah dibentuk perkelompoknya. Nah kemarin itu masih dibarengkan dengan penataan di KRS, jadinya masih saling menunggu, padahal drama sendiri itu masih membutuhkan proses. Membutuhkan proses yang lama, paling tidak yoo untuk persiapan sendiri untuk drama kan hampir paling bersihkan 3 bulan, kemarin sampek 6 bulan Alhamdulillahnya kemarin, ee... untuk adik kelas kemarin sampe 6 bulan, tetapi untuk angkatan saya pribadi kemarin juga cukup ketetran, dalam waktu 3 bulan harus mempersiapkan drama untuk ditampilkan."

"when I studied drama, as I said before, ... the class distribution was still not clearly arranged, it was supposed to be given a quota of class, how many students there in a group, and the group division was divided immediately. Well, yesterday group of drama still accompanied by KRS system, so students were still waiting for the result, even though drama needs process. It takes a long process, at least for prepared drama performance it needs 3 months, but for my junior they have 6 months for prepared drama performance. Thanks God... they have 6 months for prepared drama, but my drama preparation was limited, we just have 3 months to prepare drama performance" (Appendix number 6)

From the quotation above, the researcher found that learning drama subject spend many times for students, the students need three until six months to study and prepare drama performance.

Data 2:

“tapikan sebenarnya itu untuk persiapannya itu lebih dini lagi, jadi untuk persiapannya drama itu jangan dibarengkan dengan matakuliah lain di semester tersebut. Padahalkan disemester tersebut atau disemester 6 kan kita kan banyak berbenturan dengan matakuliah yang penting lainnya kan, berbeda dengan matakuliah yang kemarin-kemarin disemester bawah, kalau disemester 6 kan masih ada micro dsb,. Nah itu alangkah baiknya untuk system penataan kelompok itu seharusnya sebelum ee... sebelum temen-temen itu masuk perkuliahan atau setelah temen-temen mengisi krs itu segera untuk dibuatkan kelompok.”

“but, drama performance needs preparation earlier, so in drama subject do not coincide with other important courses in this semester like microteaching subject. In fact, in 6th semester there are many important subjects, it is different from the previous semester. Well, it would be better if the group division of drama already exited... before the teaching learning process or after filling out KRS, immediately make a group of drama.” (Appendix number 11)

The interviewee also said that drama needs preparation and good system from university. He said that, because drama spend many times for students, drama subject does not be equal with other subject that needs time to practice, like microteaching subject.

Data 3:

“kalau kemarin itu untuk drama untuk pembagian pastinya itu setelah masuk kelas, setelah masuk kelaskan intinya kemarin ada waktu awal-awal pembagian dramakan masih bingung, saya itu ikut kelas mana, sementara itu saya pribadi kan saya dikelas B itu termasuk nim bawah, dikelas C termasuk nim atas, sedangkan kelas-kela saya juga disetiap semesternya berganti, karena saya di krs itu bisa diikutkan dikelas B dan dikelas C, jadidibuat istilahnya itu jadi untuk temen-temen yang nimnya itu nggak berada ditengah-tengah itu bingung, kemarinkan adik kelas juga ada banyak yang tanya, nah ini nanti ee.. kelas saya masuknya kekelas mana? Akhirnya yang kelas F di semester bawah kemarin itu nggak ada orangnya, tidak ada orang sama seklai untuk ee.. istilahnya membangun, membangun ee... kelompok

drama, dikarenakan kemarin keputusan terakhirnya itu dari kelas bawah itu dieksodus kekelas-kelas atas lainnya yang ada”

“division of the drama group yesterday after entering the class, so I was still confused, which class I participated in, because I was able to take classes B or C, even though my class in each semester was different, because I was able to join classes B or C, so for other friend who were in the middle NIM was confused in determining the class position, yesterday my junior was asked me about the class division too, which group he joint to? Finally, my junior F class was deleted, because there were no members.... to build ee.... drama groups, because the final decision was the lower class spread in to the other upper class” (Appendix number 13)

The interviewee was confused about the class division by the teacher. Class division of drama must be divided as soon as possible after the students join in drama subject.

Data 4:

“kalo proses latihannya sendiri itu, secara bersihnya itu mungkin nggak sampai 3 bulan kemarin, dikarenakan kita udah terhitung dari awal masuk kuliah kan kalo nggak salah kan januari ya, febuari maret april kita latian, mei kita tampil, mei awal kita tampil, sedangkan febuari dan dari januari sampe febuari kita masih, kemarin itu masih ubet-ubetnya dalam pembuatan struktur kelas, masih ubet dalam pencarian pelatih, dan sebagainya. Jadi mungkin untuk persiapan bersihnya ya...secara bersihnya yo nggak sampai 3 bulan lah, 2.5 bulan itu kemarin saya rasa untuk persiapannya sekitan kisaran segitu, 2.5 bulan lah.”

“learning process of drama, maybe not up to 3 months, because the college was started at January, and February March April we prepared drama, May we performed our drama show. While February and January still have trouble in making class structures, and looking for trainers, and so on... So, maybe preparation of drama not up to 3 months, the preparation requires 2.5 months” (Appendix number 24)

The statements above can be implied that drama subject demands students to have timeline in practice and prepare drama performance. It is important to students because timeline make their goals clear. Therefore, it can be concluded that drama is time consuming subject to study. Students need long time to exercise drama subject, in learning process of drama involves memorizing, role playing improvisation, and so on.

1) Drama is a performance-oriented subject.

The interviewee is having a personal perception about drama subject. He said that drama subject gave many lessons, it is new experience for him. Drama subject give new experience because drama subject is different from other subject study which just need to sit and hear what teacher say inside class, in drama student need learning and practice out of the class.

Data 1:

“kalo dimatakuliah drama itu sendiri itu, menurut saya secara tekniknya memang nggak bisa disamakan dengan matakuliah yang lain. Kalo matakuliah drama itu sebenarnya membuat kita untuk lebih aktif di praktiknya, lebih seperti menunjukkan penampilan kita, kerjasama kita, dalam sebuah produksi, kalo dimatakuliah lain kan kita..lebih banyak teorinya, lebih banyak penguasaan materinya dibandingkan dengan prakteknya. Mungkin perbedaannya seperti itu, dan ..perbedaannya lagi dengan.. mungkin bisa saya comparekan kan dengan micro, dengan microteaching kan. Kalau microteachingkan lebih ke pembentukan karakter, praktek secara langsung, menjadi seorang guru, itu kan lebih ke individunya. Tapi kalo untuk drama kan kita juga berr... belajar bersosialisasi, dan juga belajar beradaptasi satu sama lain dengan teman-teman yang mungkin nanti pada waktu ee..pada waktu kita mulai dunia kerja kita juga seperti itu. Jadi antara drama dengan matakuliah lain saya rasa berbeda sangat jauh.”

“Drama subject technically different from the other subjects. Drama subject make us more active in practice, cooperation, make a production, but in another subject... they need more material than practice itself. Maybe the differences between drama and another subject are like that, and the other is... I can compare it with microteaching maybe. The aim of microteaching subject is to build teacher character in, and the students practice individually. But in drama ... students learn to socialize in group, adapt each other with friends, so I think drama with other subject is very different.”
(Appendix number 33)

Based on the statement above, the interviewee thought drama is different from other subject study. The aim of drama is to make performance, and it needs preparation before.

Data 2:

“kalo kesan saya pada waktu dipraktek, walaupun saya disini juga nggak .. nggak aktif, dalam menjadi karakter didalam drama, kelas C, dalam.. dalam a.. secara keseluruhannya, secara organisirnya dari kelas C mungkin seperti

itu, tapi kalo untuk secara kontribusi, secara prakteknya, saya sendiri tidak seperti teman-teman yang ikut dalam pementasan. Jadikan saya hanya dibalik layar, atau mungkin dibalik panggung, na teman-teman sendiri kan merasakan..pada waktu latihan seperti mungkin mendapatkan ilmu baru dari pelatih.”

“my impression when practice drama, even though I was not character in drama, class C.... for contributions, in practice, I was not like my other friends who participated in the performance. I just behind the screen, or the backstage team, we feel get new knowledge from our coach” (Appendix number 34)

Based on the statement above the interviewee has new experience in joining drama management structure. The interviewee said drama management structure formed with another students too. There are two teams behind drama performance; production team and staging team.

Data 3:

“kalo didalam drama sendiri kan harus kita bagi, harus kita bagi per tugasnya masing-masing, karena kan tidak mungkin dalam suatu pementasan nanti kita main semua.”

“in drama we have to divide in many groups, we have divided it according to the job desk, because it is impossible if all member is performed in drama show.” (Appendix number 35).

The quote above mentioned that to make drama performance, the students must divided into many groups based on their job desk. Because in drama performance, all members are divided to make drama, there are the actress, and other team in backstage

Data 4:

“kalau secara guidelinenya atau garis besarnya seperti tadi yang udah saya sampaikan, dibagi jadi 2, tim produksi dan tim pementasan. Tuk tim produksi dikepalai atau ditanggung jawabi oleh pimpinan produksi dan dibantu oleh bendahara sekertaris konsumsi dan sebagainya. Tapi untuk, tapi untuk time e..pementasan itu ditanggung jawabi oleh sutradara, dibantu dengan astrada, dibantu dengan stage manager, dibantu dengan kostum dsb.., tergantung kembali lagi kepada ee.. kabutuhan dalam sebuah pementasan drama tersebut.”

“the guideline, like I said before, it is divided into 2, the production team and the performance team. The production team is led by production leader, and it is assisted by secretary, consumption, and so on ...for the performance team, is led by a director, and assisted by assistant director, stage manager, costumes, etc. ... depend on the need for a drama performance” (Appendix number 38).

After the students learn and make some preparation, they will show the drama performance. The important factor to make drama performance is a solid team work. Thus, drama involves active learning, cooperation and collaborative effort among the participant (Brauer : 2002).

3.1.2 Student's difficulties in learning drama

Data 1 :

“Kemarin kan kita sudah tercetuskan bahwa kalo di drama kelas C kemarin kita konsekuensi nggak berangkat kita denda, itu udah..udah konsekuensinya kemarin. Terus untuk ee... solusinya juga, ketika temen-temen yang istilahnya masih mbangkang ketika udah diterapkan seperti itu, kita melakukan pendekatan. Kita langsung ajak ngobrol, kita langsung istilahnyai bertatap muka dengan temen-temen yang masih belum mengerti tanggung jawabnya kita ajak rundingan enakna gimana, mintanya seperti apa, dan kemarin juga Alhamdulillah setelah kita sharing, setelah kita ajak ngobrol mereka bisa bergabung lagi. Jadi diakhir-akhir dari awal sampai pertengahan itu masih mencari jaidirilah, dari temen-temen kelas C itu masih saling menyesuaikan, beradaptasi, tapi Alhamdulillah dari tengah sampai akhir masih bisa, dikatakan masih kompak semuanya, cumin kadang ada beberapa juga yang jadi profokator dibelakang.”

“we agreed that in class C drama if some friends don't go to practice will pay a fine. The solution to other friend who didn't come in drama besides giving fines we also make a sharing session. We discuss face to face with friends who still don't understand their responsibilities, we invite discussion to find solutions, Alhamdulillah after we share, they can join the practice again. So at the beginning until the middle of practice, we were still adjusting, adapting, but Alhamdulillah, from the middle of the practice to the end of the stage, we could be a solid team” (Appendix number 23).

The interviewee mentions that the difficulties in learning dram are adaptation with other friends. Because every student have different character, point of view, and awareness in learning drama subject. After through the discussion, the student can struggle with their problem.

3.2 Discussion

3.2.1 Student's Perception on Drama as an English Subject

1) Drama is relatively a time-consuming subject to study.

Derived from the data, student get new experience when he learns drama subject. He perceives that drama is different from other subject study, practically learning process of drama is mostly out of class. This finding supported by theory of Davies (1990) student must through several process, there are; mime, simulation, role play, exploiting a scripted play, and improvisation. Through these processes, it can be said that drama is a time-consuming subject to study.

2) Drama is a performance-oriented subject.

These findings are like the theory of Braurer (2002), through many preparations the goal of learning drama is to make drama performance. Learning process of drama involve concentration, listening, memorization, observation, interaction and interpretation. After preparing a drama for several months the student would make drama performance on the stage.

The goal of learning drama subject is to make a theatre performance. In the process of making theatre performance, student need to practice and prepare all materials. The students will work on a big group to achieve their goal; make a drama performance on stage. Therefore, student need to preparing drama performance. The performance is becoming an indicator are the students understand what they learn in drama.

3.2.2 Student difficulties in learning drama

From the data above, the student have difficulties in learning drama. The student has difficulties in adaptation with other friends. Because every student has different characters, points of view, and awareness in learning drama subject. After through the discussion, the student can struggle with their problem. From this it can be seen that the student found difficulty in adapting with the other crew members. It means he experienced a conflict. This is in line with Keshta (2000) statement that in learning drama in English literature students found conflict.

4. CONCLUSION

In this section which has clear and brief picture of what the researcher has written in previous analysis. The researcher draws the following conclusion. The conclusion answers the problem statement of this research. The student perceives that drama is time consuming subject to study and drama is performance-oriented subject.

Drama is different from other subject study, learning process of drama is mostly out of class. In learning drama includes mime, role playing, simulation, interaction activities such as various forms of dialogues and dramatized story telling. Through these processes, drama needs many times for prepare the show; it can be concluded that drama is relatively a time-consuming subject to study. In the end of learning drama, the student would make a drama performance. He will make drama show in front of the audiences. Therefore, the goal of learning drama is to make drama performance, and it can be said that drama is time consuming subject to study.

In learning drama the student has difficulties in adaptation with other friends. Because every student has different characters, points of view, and awareness in learning drama subject. From this it can be seen that the student found difficulty in adapting with the other crew members. It means he experienced a conflict. This is in line with Keshta (2000) statement that in learning drama in English literature students found conflict.

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